

21st Century Community Learning Centers

Summative Evaluation Report:

STEAM Ahead

City of Hialeah

August 15, 2018

November 11, 2018 (revised)

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This work is funded through a contract with the Florida Department of Education

Project Number: 13B-2448B-8CCC1

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City of Hialeah STEAM Ahead

Project Award Number: 13B-2448B-8CCC1

Summative Report – Year 4 – 2017-2018

1.0 Project Overview and History

Introduction

The City of Hialeah, Education and Community Service (ECS) Department, STEAM Ahead Program funded through the 21st Century Community Learning Center Program, Florida Department of Education, completed its second year. The Program was offered at three sites: Henry F. Filer Middle School (HFM), Hialeah Middle School (HMS), and Palm Springs Middle School (PSM). The goal of the Project was to provide academic enrichment opportunities for middle school students during afterschool and summer camp. The Program offered activities that complement regular academic programs for participating students as well as services for families to support their children's academic success and personal growth.

Reporting Period

This summative evaluation report covers the fourth year of the five-year funding cycle of the STEAM Ahead Program offered during summer camp 2017 and afterschool 2017-2018. The reporting period is from August 1, 2017 through July 31, 2018.

Overview and History

The City of Hialeah has a history of providing excellent afterschool and summer camps for its young residents, including the Young Leaders with Character Program funded by 21st CCLC from 2009 to 2014. The goal of the programs has been to serve

areas with high concentrations of low-income, single parent families and/or subsidized housing. The City of Hialeah Education and Community Services Department, that houses STEAM Ahead, is highly committed to promoting lifelong learning, an informed citizenry, literacy, an enhanced quality of life, and broadened horizons for all residents.

Description of the Project Sites

During this fourth year, STEAM Ahead was held at three Title I Miami-Dade County Public Schools (M-DCPS) middle school sites located in the City of Hialeah. The sites were the HFM, HMS, and PSM serving students from 6th to 8th grade. HFM has a student population comprised of minority students, primarily Hispanics, and 95% receive free/reduced lunch. The vast majority (98%) of the students at HMS are from minority backgrounds and 95% receive free/reduced lunch. At PSM, 98% of the students are from minority backgrounds and 93% receive free/reduced lunch. Private schools in the surrounding area were contacted to encourage their eligible students to enroll in the Program.

Overview of Project Design

The STEAM Ahead Project design incorporates academic activities as well as personal enrichment activities. Activities to promote adult family member involvement are offered to support student growth in academic, physical, and personal development. Students and their families are encouraged to become confident, productive lifelong learners through their participation in the program.

2.0 Student Characteristics

2.1 Total Student Enrollment and Attendance

Total and Regularly Participating Student Enrollment for Summer 2017 and School Year 2017-2018. Enrollment and attendance records were maintained for all participating students for summer 2017 and academic year 2017-2018. Regularly participating students are defined as those who attended the program for more than 30 days.

Total and Regularly Participating Student Enrollment. During its fourth year, the STEAM Ahead Project offered summer camp and afterschool activities to students in middle school who at three school sites in Hialeah. In total 242 students participated in the program at one of the three sites for at least one day during this reporting period; 206 students were identified as “regular participants” since they attended the program at least 30 days. Therefore, 85% of all participants were identified as “regularly attending.”

Enrollment by Service. The STEAM Ahead Program operated during summer 2017 and afterschool 2017-2018.

Table 1

Student Enrollment: Total and Regularly Participating Students for Summer 2017 and Academic Year 2017-2018

Site	Total Enrollment (At least one day)				Regularly Participating Enrollment (30 days or more)			
	Academic Year		Both Summer/Academic Year		Academic Year		Both Summer/Academic Year	
	Summer 2017 Only	2017-2018 Only	Summer/Academic Year	Total	Summer 2017 Only	2017-2018 Only	Summer/Academic Year	Total
HFM	6	8	9	23	3	6	9	18
HMS	11	55	24	90	9	49	24	82
PSM	38	51	40	129	17	49	40	106
Total	55	114	73	242	29	104	73	206

Note. Unduplicated counts shown. Students attending/enrolled in both operation periods are only reported under

Summer and Academic Year. Only Summer + Only Academic Year + Summer and Academic Year = Total.

The proposed and reported average daily attendance (ADA) numbers for summer and afterschool attendance as well as the performance percentage for each STEAM Ahead site are as follows:

- HFM – Summer proposed 10, ADA 10, performance 100%; afterschool proposed 11, ADA 12, performance 109%;
- HMS – Summer proposed 24, ADA 24, performance 100%; afterschool proposed 40, ADA 54, performance 135%;
- PSM – Summer proposed 56, ADA 51, performance 91%; afterschool proposed 62, ADA 69, performance 111%.

According to 21st CCLC, the minimum required percentage ADA is 95%. For summer, HFM and HMS were at 100% and PMS was at 91%. However, the three sites exceeded the required percentage ADA for the afterschool programs.

2.2 Student Demographics

Gender. Gender demographics are presented in years old.

Table 2. These data indicate that the majority of the students in the program were males. Sixty percent of the students were males, whether the total participating or regularly participating. At all three sites, age range for the total participating students as well as the regularly participating students was from 10 to 14 years old.

Table 2

Student Gender Demographics for Total Participating Students (All Students Served) and Regularly Participating Students

Site Name	Total participating students			Regularly participating students		
	Gender		Age Range	Gender		Age Range
	Male	Female		Male	Female	
HFM	17	6	10 - 14 years old	15	3	10 – 14 years old
HMS	44	46	10 – 14 years old	41	41	10 – 14 years old
PSM	84	45	10 – 14 years old	66	40	10 – 14 years old
Totals	145	97		122	84	

At-risk characteristics. The data regarding at-risk characteristics are collected from participants' parents, guardians, or other family members who register the students in the afterschool and summer camp programs. Many students were identified as limited English proficient. Of the total number of participating students 30% were LEP and of the regularly participating students 31% were LEP. It should be noted that the majority of the participants at the three sites are of Hispanic heritage and in many cases, are the first in their families to speak English as their primary language. Many of these bilingual students are growing up in environments with few resources to support the development of their academic language that is so critical to their success in school.

While these individuals may be “proficient” in English and able to converse fluently in everyday situations, they may lack the “competence” required for rigorous academic study to be able use language effectively in context-reduced settings as they acquire knowledge in the various disciplines throughout the school day. This is especially important for students in the middle schools, such as the participants in this program, where the curriculum is more discipline-focused than in the elementary school setting and students are introduced to and required to use the academic and disciplinary language of many fields and areas of study on a daily basis in order to master the content of the curriculum. Hence, while not necessarily identified as being at risk as an “ELL,” the majority of the students participating in the STEAM Ahead program require additional opportunities to listen, speak, read, and write in English about academic subjects and topics outside of those provided in the regular classroom in order to have the necessary foundation to perform well in the middle classrooms.

Information on students with disabilities was provided by parents/guardians at the time of registration. Types of disabilities identified were ADD, ADHD, dyslexia, autism, intellectual disabilities, and emotional behavior disorders as well as other health impairments such as food allergies, asthma, and diabetes. Students with disabilities were included in all activities where possible. Table 3 presents the data on all students with at-risk characteristics by site and characteristic and Table 4 presents the same data for regularly attending students. In some cases, more than one at-risk characteristic may be associated with a student. Of the total number of participants, 15% were identified as having a disability and 17% of the regularly participating students were identified as a having a disability.

Table 3

Students with Special Needs: Total Participating Students

Site Name	Limited English Proficient			Identified with Disability		
	Yes	No	DK*	Yes	No	DK*
HFM	8	11	4	1	18	4
HMS	23	66	1	13	76	1
PSM	46	83	0	23	104	2
Total	77	160	5	37	198	7

* Don't know

Table 4

Students with Special Needs: Regularly Participating Students

Site Name	Limited English Proficient			Identified with Disability		
	Yes	No	DK*	Yes	No	DK*
HFM	6	10	2	1	15	2
HMS	17	64	1	13	68	1
PSM	40	66	0	22	82	2
Total	63	140	3	36	165	5

* Don't know

Free or reduced price meals. An at risk family characteristic was eligibility for free or reduced-price meal program. According to the demographic information provided by the parents/guardians, 86% of the total participating students and 87% of the regularly participating reported receiving this assistance.

Table 5

Free/reduced Lunch Status of Total Participating Students

Site Name	Free or Reduced-Price Lunch		
	Yes	No	DK
HFM	17	2	4
HMS	79	11	0
PSM	112	16	1
Total	208	29	5

* DK = Don't know

Table 6

Free/reduced Lunch Status of Regularly Participating Students

Site Name	Free or Reduced-Price Lunch		
	Yes	No	DK
HFM	14	2	2
HMS	72	10	0
PSM	93	13	0
Total	179	25	2

* DK = Don't know

Race/ethnicity identification of students. As depicted in Table 7, the majority of all students and the majority of regularly participating students were identified as Hispanic. Instructions for ethnic/racial identification allowed for individuals to mark all the categories that applied. For several students, their parents/guardians selected more than one race/ethnic designation to describe the child and some students did not have an ethnic designation; therefore, the total numbers in the “Reported Race /Ethnicity” columns in Table 7 may differ from the total number of all students and the total number of regularly participating students. The reported race/ethnic identification data indicate, then, that 90% of all students as well as 89% regularly participating students were identified as Hispanic.

Table 7

Student Race and Ethnicity: Total and Regularly Participating Students

Site Name	Total participating students							Regularly participating students						
	American Indian / Alaska Native	Asian / Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Multiracial	Unknown **	American Indian / Alaska Native	Asian / Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Multiracial	Unknown **
HFM				20	1	2					15	1	2	
HMS	1		6	75	2	6		1		5	69	1	6	
PSM			2	123	3	1		1		2	100	3	1	

* Ethnicity categories are non-exclusive; students can be identified under multiple ethnicities.

** Unknown = Racial/ethnic group is unknown or cannot be verified.

Grade in school. Grade levels for each program site are presented in Table 8 and Table 9. During the 2017-2018 program year students eligible to participate were in middle school grades 6 to 8. Twenty-nine percent of all program participants were in 6th grade during the reporting period, 36% were in the 7th grade, and 35% were in 8th grade.

Table 8

Student Grade Levels by Site for Total Participating Students

Site	Grade in School (N = 242 Students)			Total Participating Students
	6 th	7 th	8 th	
HFM	5	12	6	23
HMS	26	37	27	90
PSM	39	38	52	129
Total	70	87	85	242

A similar pattern is evident with regards to regularly participating students, whereby 28% of these were 6th graders, 36% were 7th graders, and 36% were 8th graders.

Table 9

Student Grade Levels by Site for Regularly Participating Students

Site	Grade in School (N = 206 Students)			Total Regularly Participating Students
	6 th	7 th	8 th	
HFM	1	11	6	18
HMS	22	33	27	82
PSM	35	30	41	106
Total	58	74	74	206

3.0 Program Operations

The three sites provided activities during the summer 2017 and 2017-2018 academic year; no sites were open or operated before school, during school, or on the weekends. The first day of programming for summer 2017 is listed in Table 10. Start and end dates for the afterschool program are in Table 11. Except for July 4, 2017, all sites were closed on legal holidays, teacher planning days, and during holiday breaks observed by M-DCPS.

3.1 Summer 2017 Operation

Students from all three sites participated in program activities held at PSM during summer 2016.

Table 10

<i>Start Date and End Date for Each Site for this Reporting Period</i>		
Site	Summer 2017	
	Start Date	End Date
HFM		
HMS		
PSM	June 12, 2017	August 18, 2017

3.2 Academic Year 2017-2018 Operation

Table 11

<i>Start Date and End Date for Each Site for this Reporting Period</i>		
Site	Academic Year 2017 – 2018	
	Start Date	End Date
HFM	August 21, 2017	June 7, 2018
HMS	August 21, 2017	June 7, 2018
PSM	August 21, 2017	June 7, 2018

Each site took full advantage of the planned hours, days, and weeks of operation.

Table 12 provides information on summer 2017 operations. As depicted in Table 13, each site typically operated five days a week during after school. The schedule for days and weeks of operation followed the M-DCPS calendar.

Table 12

Summer 2017 Operation

Site Name	Total # weeks this site was open:	Typical # days per week this site was open:	Typical number of hours per week this site was open on		
			Weekdays	Weekday Evenings	Weekends
HMF					
HMS					
PSM	11	5	55		

Table 13

School Year 2017-2018 Operation

Site Name	Total # weeks this site was Open:	Typical # days per week this site was open:	Typical # hours per week THIS site was open				Total # days THIS site operated			
			Before school	During school	After school	Weekends / Holidays	Before school	During school	After school	Weekends / Holidays
HMF	38	5			15				180	
HMS	38	5			15				180	
PSM	38	5			15				180	

4.0 Staff Characteristics

This section provides information on the composition of the staff at each center including staff demographics, ratio of staff to students, staff quality (training and certifications), and turnover.

4.1 Staff Demographics

Regular staff by pay status and primary responsibility during the day. All regular staff are paid; there were no volunteers who assisted during this reporting period. The primary responsibilities of each position at HFM during the regular day and the numbers of individuals in those positions are displayed in Table 14.

Table 14

Regular Staff by Paid and Volunteer Status: HFM

Staff type	HFM			
	Summer 2017		2017-2018 School Year	
	Paid	Volunteer	Paid	Volunteer
School day teachers (former and substitute)	1		1	
Center administrators and coordinators				
Other non-teaching school day staff				
Parents				
College students	3		3	
High school students				
Community members				
Subcontracted staff				
Other*				

These categories represent the regular responsibilities of program staff during the regular school day.

**Category used if data do not fit in specific categories provided.*

The primary responsibilities of each position at HMS during the regular day and the numbers of individuals in those positions are displayed in Table 15.

Table 15

Regular Staff by Paid and Volunteer Status: HMS

Staff type	HMS			
	Summer 2017		2017-2018 School Year	
	Paid	Volunteer	Paid	Volunteer
School day teachers (former and substitute)	2		2	
Center administrators and coordinators				
Other non-teaching school day staff				
Parents				
College students	4		4	
High school students				
Community members				
Subcontracted staff				
Other*				

These categories represent the regular responsibilities of program staff during the regular school day.

**Category used if data do not fit in specific categories provided.*

The primary responsibilities of each position at PSM during the regular day and the numbers of individuals in those positions are displayed in Table 16.

Table 16

Regular Staff by Paid and Volunteer Status: PSM

Staff type	PSM			
	Summer 2017		2017-2018 School Year	
	Paid	Volunteer	Paid	Volunteer
School day teachers (former and substitute)	3		4	
Center administrators and coordinators				
Other non-teaching school day staff				
Parents				
College students	8		6	
High school students	2			
Community members				
Subcontracted staff				
Other*	2		1	

These categories represent the regular responsibilities of program staff during the regular school day.

**Category used if data do not fit in specific categories provided.*

4.2 Overall Staffing

Data on the staff identified by gender and highest level of education are presented in this following section.

Staff by gender. Data on the gender of the Program staff are presented in the following table.

Table 17

Staff Positions by Gender by Site for the Summer 2017 and After-School Year 2017-2018

Position	Site					
	HFM		HMS		PSM	
	Male	Female	Male	Female	Male	Female
Center Director					1	
Director		2	1			1
Administrator						
Counselor		1	1			1
Tutor						2
Recreation Leader				2		5
Teacher		1		2		4
Master Teacher						
Master Inclusion Teacher						1
Inclusion Aide						

Staff by highest level of education. Quality of services is ensured by employing individuals well-suited to and qualified for the position they hold at each site. Data on the highest level of education for staff at each site are presented below.

Table 18

Regular Staff by Highest Level of Education by Site

Highest Degree Earned	Sites			
	HFM	HMS	PSM	Totals
Elementary				
Middle School				
High School				
Diploma/GED	3	3	8	14
Technical Degree				
Associates Degree		1	3	4
Bachelor's Degree		1	1	2
Professional Degree				
Master's Degree	1	1	3	5
Doctorate				
Other/ unknown				

4.3 Student-to-Staff Ratio

In general, each site had a 15:1 student-to-staff ratio. Personal enrichment ratios were no more than 20:1. During teacher-led academic activities a 10:1 ratio was maintained. Children with disabilities or emotional and behavioral issues received services at a 5:1 student-to-staff ratio with support provided by inclusion aides depending on each student's unique needs.

4.4 Staff Training

The staff at the three sites, HFM, HMS, and PSM, participated in numerous training opportunities to ensure the quality of the services offered through STEAM

Ahead. Staff training was offered in accordance with the needs of the Program and the participants.

Several training sessions focused on administrative elements of the program including topics such as a New Staff Orientation Session for all new STEAM Ahead hires on 21st CCLC Overview and Policies. Numerous staff participated in training on 21st CCLC documentation, data entry, program procedures including equipment inventory, and rules and regulations as well as program site evaluation and reviews.

Safety issues were addressed in the online DCF training on identifying child abuse and neglect as well as the CPR trainings. The Village Youth Food Service Program offered strategies and procedures for safe handling, distributing, and storing snacks. Staff also participated in training offered by the Hialeah Community Coalition to be better informed on the current issues, needs, and plans for the future of the community. Additionally, online training was provided by Project RISE addressing different components of afterschool programs.

The participation in the staff training is presented in Table 19.

Table 19

STEAM Ahead 2017-2018 Number of Staff Participating in Training

	Program Director/ Center Director/ Program Spec. II	Site Coordinator	Tutor/ Counselor	Program Leader	Master Inclusion Teacher/ Teacher/ Aide
21 st CCLC Kick Off Conference	2				
21 st CCLC Training – Deliverables Webinar	2				
21 st CCLC Training – Monthly Deliverables Year-to-Date Expenditures	2				
21 st CCLC Training – Mid Year Data Report	3				
21 st CCLC Training – Strengthening Programming through Data & Evaluation	3				
Staff Orientation 21 st CCLC Afterschool / Summer	2	3	4	5	8
ORF / PACER / SPARKS Training / Recertification	4	2	4	4	5
Inclusion Training	2		4	5	1
Inclusion Recreation: Let's Play Together	2				
Identifying & Reporting Child Abuse and Neglect	3	3	4	5	8

	Program Director/ Center Director/ Program Spec. II	Site Coordinator	Tutor/ Counselor	Program Leader	Master Inclusion Teacher/ Teacher/ Aide
CPR Training / Recertification			2	5	
Driver Safety Class	3	1			
Village Youth Food Service Program	2	2	3	1	
Hialeah Community Coalition Prevention System: Hialeah Community Needs Assessment	2				
Hialeah Community Coalition Hialeah Community Prevention Action Plan	1				
Hialeah Community Coalition Hialeah Comprehensive Community Action Plan	2				
Project RISE Online Training Effective Behavior Management 101	1				
Project RISE Online Training Recertification Course: ORF	1				
Project RISE Online Training Effective Literacy Instruction	1				
Project RISE Online Training	1				

	Program Director/ Center Director/ Program Spec. II	Site Coordinator	Tutor/ Counselor	Program Leader	Master Inclusion Teacher/ Teacher/ Aide
Literacy Assessment MAZE					
Project RISE Online Training	1				
Homework Assistance in After School					

4.5 Staff Turnover

Data regarding staff who were paid through sources other than the 21st CCLC grant funds and staff whose positions were vacated and replaced are summarized in Table 20. In summer 2017, nine paid regular staff were resigned. No staff member was replaced by a new employee. During the afterschool program, one paid regular staff resigned and two paid regular staff members were replaced with new staff members. Most of the turnover during this reporting period was due to personal commitments such as college studies. The Program Director was diligent ensuring that a qualified person fulfilled the duties and responsibilities required in all positions. Although there were changes in Program personnel, all services proposed were offered and students were appropriately supervised and safe. Neither the quality nor quantity of services was affected.

Table 20

Staff Turnover

Staff Turnover	Summer 2017	Academic Year 2017-2018
Number of paid regular staff who were not funded by the 21 st CCLC grant	0	0
Number of paid regular staff during the reporting period that resigned	9	1
Number of paid regular staff during the reporting period who were replaced with a new staff member	0	2

4.6 Certified Teachers

All STEAM Ahead Project teachers hold State of Florida Educator Teacher Certificates and provide instruction to participants in the academic components in which they are certified.

Table 21

Teacher Certification Credentials and Location

Teacher Name	Certification	Site (HFM, HMS, PSM)
Basallo, Miriam	English gr. 5-9; Specific disabilities K-12; ESOL endorsed	HFM, HMS, PSM
Giannattasio Urquia, Sonia	K-6; ESE K-12; ESOL endorsed	HMS
Gonzalez-Yglesias, Coralía	Grades 1-6; ESOL endorsed; School Principal	PSM
Gross, Maria	Temporary Instructor	Special Programs
Rivera, Cristina	K-3; K-6; ESOL endorsed	HMS
Rivera, Yamile	K-6; ESOL endorsed	PSM
Zayas, Leticia	K-6; Journalism 6-12; Social Sciences 5-9, 6-12; Educational Leadership K-12	HFM

5.0 Objectives and Outcomes

This section provides information on program objectives, how those objectives are measured data analysis methods, progress toward objectives, findings, implications, and recommendations.

5.1 Objectives and Activities

Active participation in the STEAM Ahead Program will positively impact the lives of youth in academic, physical, and personal areas. Family involvement activities will support and enhance student learning and development. All of the data and information regarding the objectives represent results for regularly participating students in middle school. Table 22 presents the objectives, activities, and data measures as approved by FDOE.

Table 22

Program Objectives, Activities, and Measures

Domain	Program Objectives	Activities	Specific Measures /Data Sources
Academics English Language Arts/Writing	Objective 1.1: English Language Arts/Writing 70% of regularly participating students will improve to a satisfactory English language arts grade of above, or maintain a high grade across program year as measured by report card grades	Mind Works and PBL Activities	Report card grades
	Objective 2.1 45% of regularly participating students will improve to satisfactory level or above on English language arts/writing or maintain an above satisfactory level of performance as measured by state assessment (e.g., FSA).	Homework Assistance	Florida Standards Assessments
Academics Mathematics	Objective 1.2: Mathematics Skills 70% of regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across program year as measured by report card grades.	Mind Works and PBL Activities	Report card grades
	Objective 2.2: Mathematics Skills 45% of regularly participating students will improve to satisfactory level in mathematics or above on or maintain an above satisfactory level performance as measured by state assessment (e.g., FSA).	Homework Assistance	Florida Standards Assessments

Domain	Program Objectives	Activities	Specific Measures /Data Sources
Academics Science	Objective 1.3: Science Skills 70% of regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across program year as measured by report card grades.	Mind Works and PBL Activities	Report card grades
	Objective 2.3 45% of regularly participating students will improve to satisfactory level in science or above on or maintain an above satisfactory level performance as measured by state assessment (e.g., FSA).	Homework Assistance	Florida Assessment Standards
Personal Enrichment-Health	Objective 3: Personal Enrichment 80% of regularly participating students will maintain high performance or improve their fitness as measured by pre/post assessments.	SPARK Enrichment activities	PACER Pre/Mid/Post assessments
Dropout Prevention & College/Career Readiness	Objective 4: Dropout Prevention College/Career Readiness 80% of regularly attending participants will maintain high performance or improve their post-secondary interest as measured by pre-post assessment.	College prep workshops	Pre/Post assessments
Adult Family Member Performance	Objective 5: Adult Family Member Performance 80% of participating adult family members will maintain high performance or improve their knowledge (in a specified area) as measured by pre-post assessment.	Educational Workshops	Pre-post assessments

**Objectives 1 & 2 - Academics: English Language Arts/Writing, Mathematics,
Science: Report Card Grades and State Assessments**

Academic Activities. A description the activities provided to improve or maintain high levels of performance are provided here.

Mind Works PBL lessons and activities. Reading and fluency skills were targeted via project based learning activities from the Mind Works Program. Mind Works encourages critical thinking, creativity, and problem solving through hands-on activities. Grade specific mathematic skills including computation, problem-solving, and geometry were targeted via project based learning activities from the Mind Works Program. Furthermore, science skills were developed via project based learning activities from the Mind Works Program.

Homework assistance. Thirty minutes of homework assistance, provided by tutors and certified teachers, was offered daily.

Objective 3 – Health and nutrition.

SPARK. The Sports, Play & Active Recreation for Kids! (SPARK) Program was implemented. This research-based out-of-school physical activity program includes a physical activities curriculum, and lifetime follow-up support. Through physical activity, it is anticipated that children will develop positive lifelong healthy habits.

Summer camp enrichment activities. During summer camp students participated in enrichment activities which developed their health and fitness. Depending on the students' age and interest, they signed up for swimming and guarding classes.

Students with beginning level swimming skills participated in swimming classes. Those who were strong swimmers could participate in guard start classes.

Furthermore, other classes were offered during summer camp. Students choose among fitness, chess, dance, guitar, and piano lessons. In addition, students engaged in MindLab activities and STEM related projects covered Science Exploration, Math Matters, and literacy promotion “Bring on the Books.”

Common Threads Group Nutrition and Cooking Classes. Common Threads provided the professional, curriculum-based, cooking instruction for wholesome, healthy meals with hands-on lessons that integrate science, math, social studies, and language arts. Participants developed culinary skills, healthier food choices, and a taste for nutritious foods from different countries.

Objective 4 – Dropout Prevention & College / Career Readiness

College Prep Workshops – Students participated in a series of college prep workshops focusing on knowledge and skills necessary to be successful in post-secondary educational settings. Topics presented were:

- Career exploration;
- Career competency;
- Employability skills;
- Connecting interest to a job;
- Mapping your future;
- Telephone etiquette;
- Office etiquette;
- Career terminology Part 1;
- Career terminology Part 2; and
- Organization.

Objective 5 – Adult Family Members Performance

Educational Workshops – Adult family members participated in a series of educational workshops designed to assist them in supporting their children’s academic success. Topics presented were:

- Less stress about tests;
- Parenting to prevent bullying;
- FSA overview;
- Preparing for the job you want;
- Planning for college and career; and
- Building study skills.

5.2 Data Collection Methods

Data collection methods were implemented to gather information on the progress of students.

5.2.1 Measures and data collected: Report card grades and state assessment results were collected to assess academic performance. The Program administered the Oral Reading Fluency (ORF) Test to assess reading performance. Health and nutrition data were collected from performance on the Progressive Aerobic Cardiovascular Endurance Run (PACER) and the nutrition assessment developed by Common Threads. Performance on Dropout Prevention and College / Career Readiness was measured by pre-post tests for each workshop. Adult family member performance was measured by pre-post tests for each educational workshop.

5.2.2 Data collection timeline: Report card grades were collected at the end of each nine-week marking period. State assessment results were collected at the end of the academic school year. ORF and PACER testing took place at the beginning of the academic year or when the student first enrolled in the Program; at the midpoint; and at the end of the academic year. Results on Common Threads nutrition and other enrichment activities are only available for students who participated in the classes during the summer. Data for Drop Prevention and College / Career Readiness as well as Adult Family Performance were collected at prior to and at the end of each class.

5.2.3 Continuous assessment: Participants were assessed periodically during the reporting period. Data were collected in a timely manner as indicated in the proposal.

5.2.4 Data Quality: Data that are collected directly at the site can be considered accurate and reliable as they are collected by either certified teachers or the trained staff who administered the assessments or oversaw and monitored students' computer-based work through which the assessment data were gathered. Relating school report card grades to after school activities is problematic in that a direct correlation between the afterschool activities and the report card grades cannot be made because of too many confounding variables.

5.2.5 Student Inclusion: All students who participated in Program activities were included in the assessment process. Incomplete data collection occurred with students who left the Program early.

5.3 Data Analysis and Results: Progress Toward and Achievement of Objectives

Information on data analysis and results is provide in the following section.

5.3.1 Objective 1 - Report Card Grades: Academic Outcomes – English

Language Arts/Writing, Mathematics, and Science. Objective results for the academic outcomes are summarized in Table 23. The results are presented by domain and objective and indicate the number of regularly attending students for whom report card grades included fourth quarter grades and standard assessment scores were available and the percentage of those who met the project benchmarks.

Report card grades. Report card grades were analyzed for 169 regularly participating middle school students in the afterschool program. Only those regularly participating students with complete data sets that included 4th quarter grades were examined. To meet the 70% benchmark, students had to maintain a report card grade of A/B or improve from a grade of C to B or a grade of D/F to C. In English language arts/writing, 59% of the middle school students met or exceeded the 70% benchmark. In mathematics, 67% of the middle school students met or exceeded the 70%. In science, 67% of the middle school students met or exceeded the 70% benchmark.

5.3.2 Objective 2 - State Assessments: Academic Outcomes – English

Language Arts/Writing, Mathematics, and Science.

Florida state assessments. FSA English/language arts scores were obtained for 1159 regularly participating students and FSA math scores were obtained for 140 of the regularly participating students. FCAT science scores were obtained for 35 regularly participating students. Science assessments were administered according to the students' grade and area of study within the field of science.

Florida State Assessments are scored on a 5-point scale representing levels of performance. Level 3 and above indicates at or above grade level. In English/language

arts, 43% of the regularly participating students for whom scores were available earned a Level 3 or above. In math, 35% of regularly participating students for whom scores were available earned a Level 3 or above. In science, 40% of regularly participating students for whom scores were available earned a Level 3 or above.

Oral Reading Fluency (ORF) pre- and post-assessments. Students were administered the ORF assessment at the beginning and end of the academic year. For those regularly participating students with complete data sets, 100% (n = 15) at HFM; 100% (n = 71) at HMS; and 100% (n = 86) at PSM improved their scores.

Table 23

English Language Arts/Writing, Mathematics, Science Objective Assessment Data

Objective		Benchmark	Total Number of Sets of Data	Number of Improved Individuals	% who Met Benchmark
Language Arts / Writing	1.1– Report Card Grades - Middle school	70%	169	100	59%
	2.1 – State Assessments – Middle school	45%	159	68	43%
Math	1.2 – Report Card Grades - Middle school	70%	169	114	67%
	2.2 – State Assessments – Middle school	45%	140	49	35%
Science	1.3 – Report Card Grades – Middle school	70%	169	114	67%
	2.3 – State Assessments – Middle school	45%	35	14	40%

5.3.3 Objective 3: Personal Enrichment: Health and Nutrition Personal

Enrichment Outcomes. Personal Enrichment outcomes summary data are presented in Table 24 including data on students who met the project benchmarks.

PACER assessments. Data were collected for the regularly participating students. One hundred percent of these students improved their physical fitness scores from the pre-test to the post-test.

Table 24

Fitness and Nutrition Objective Assessment Data

Objective		Benchmark	Total Number of Sets of Data	Number of Improved Individuals	% who Met Benchmar k
Personal Enrichment	3 – PACER Assessments				
	– Middle school	80%	174	174	100%

Summer enrichment assessments. Students were allowed to select among the summer enrichment activities. Swimming classes were offered at different levels difficulty. The beginning level was swimming classes, then swimming fitness classes, and last swim guard classes. The results for those participants are as follows. Thirteen students enrolled in swimming classes and 12 passed the pre-course test. These 12 students, then, participated in the six levels of classes. Of these, 100% passed the six swimming levels.

Forty-four students completed the guard classes that are the pre-requisite to the life guarding classes. Of these thirty-seven successfully passed the pre-course test. Twelve topics were presented during the guard classes. Thirty-two students who had

passes the pre-requisite passed the tests for all 12 topics. Two students who had not passed the pre-requisite successfully passed the test for each of the topics.

Additionally, 21 students completed physical fitness classes during the summer program. Of these, 100% showed improvement.

Students participated in other music enrichment classes. Of the 19 students who took guitar lessons, all showed improvement on the posttests. Eleven students took piano lessons and all maintained the highest score of 10 or improved. Forty students participated in dance classes. A 5-point scale was used to calculate pre-post scores. Thirty-seven of the students either maintained a score of 5 or showed improvement. One student maintained a score of 4 and two students maintained a score of 3. Additionally, 15 students participated in chess classes and all improved on the pre-post tests.

Thirteen students completed the MindLab activities and twelve maintained the highest score of 5 or improved. Additionally, students engaged in STEM PBL related projects. On the Science Exploration PBL, 110 students participated and 109 (99%) maintained highest scores or improved. Of the 106 students who completed the Math Matters PBL, 100 (94%) maintained highest scores or improved. One hundred seven students participated in the Bring on the Books Literacy PBL and 97% maintained highest scores or showed improvement.

Common Thread staff administered their test to assess student progress in knowledge of and attitudes toward healthy eating. Sixty-seven students enrolled in the nutrition and cooking classes. The culminating experience was a Family Night during which the students prepared a full course dinner for their families. Students also shared

the work they had completed on nutrition and healthy life choices through displays that evidenced the knowledge and skills gained by participating in the Project.

5.3.4 - Objective 4 – Dropout Prevention & College / Career Readiness.

College preparation course. Data were collected from the pre/post tests that were administered to the students who participated in the college prep workshop series and 99% of the middle school students met or exceeded the 80% benchmark.

Table 25

College and Career Readiness Objective Assessment Data

Objective	Benchmark	Total	Number of	% who Met
		Number of Sets of Data	Improved Individuals	Benchmark
College /Career Readiness 4 – College Prep Workshops – Middle school	80%	172	171	99%

5.3.5 - Objective 5 – Adult Family Member Performance. The adult family member performance outcomes summary data are presented in Table 26. The results indicate the number of middle school family members for whom results were obtained and the percentage of those adult family members who met the project benchmarks.

Adult family performance in educational workshops. For the adult family members of the students who participated in educational workshops, 100% met the standard of success.

Table 26

Adult Family Performance Objective Assessment Data

Objective	Benchmark	Total Number	Number of	% who Met
		of Adult Family Completers	Participating/ Improved Individuals	Benchmark
Adult Family Member Performance Pre-Post Assessment Middle School	80%	172	133	77%

5.4 Other Findings

An examination of the results of the 21st CCLC satisfaction surveys for students, parents, and teachers yielded additional findings on the STEAM Ahead Program.

Highlights of the findings are summarized here.

Student survey findings. One hundred sixty-seven students participating at HFM (n = 16), HMS (n=70), and PSM (n = 81) completed the 21st CCLC student survey. Of these 59% were males and 41% were females. Student responses for Questions #3a to #3h ranged from 1 = not at all; 2- = somewhat; and 3 = definitely. Overall, students reported high satisfaction with the program, as represented in Figure 1. Eighty-three percent of the student respondents indicated that they definitely felt safe at the afterschool program and 83% reported that they definitely believed the program had adults that cared about them. Further, 85% indicated that the program helped them understand that following rules is important. The majority of students (74%) also reported that the program definitely helped them to get along well with others and helped them solve problems in a positive way (73%). A little more than two-thirds of the respondents (68%) reported that the program definitely helped them with homework. Sixty percent of respondents indicated that they definitely enjoyed the activities in the program and 56% reported that they felt the program helped them to improve their grades in school. A very few number of students reported that the above-mentioned program characteristics were not present or experienced; only, 2% reported that the program did not at all help them with homework and the 7% reported that they did not feel the program helped them improve their grades.

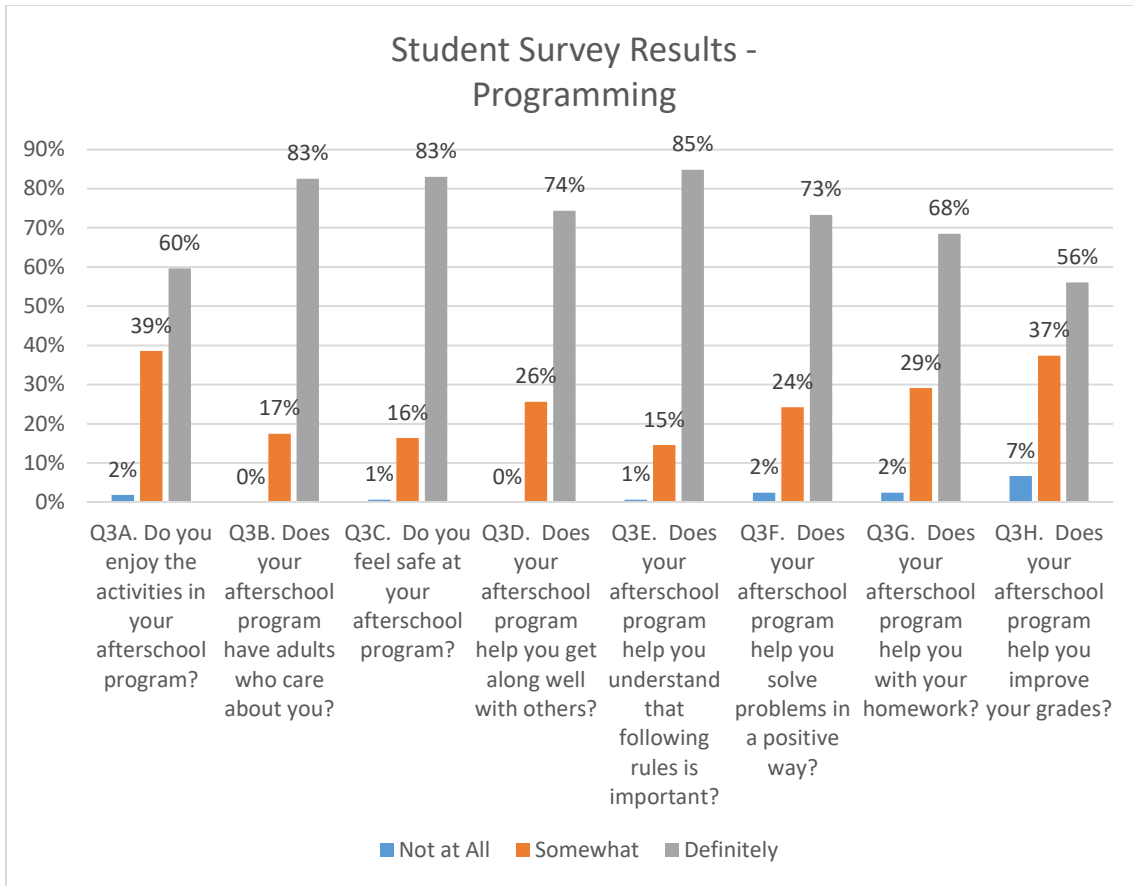


Figure 1. *Student satisfaction survey results.*

The majority of the respondents indicated that they either definitely or somewhat agreed with each statement that asked whether the afterschool program helped them with setting goals (97%), making career choices (94%), and recognizing that drugs (96%) and violence (99%) are wrong (questions 5a through 5d). Only a small percentage indicated that these topics were talked about but not helpful and a very small percentage indicated these topics were not discussed.

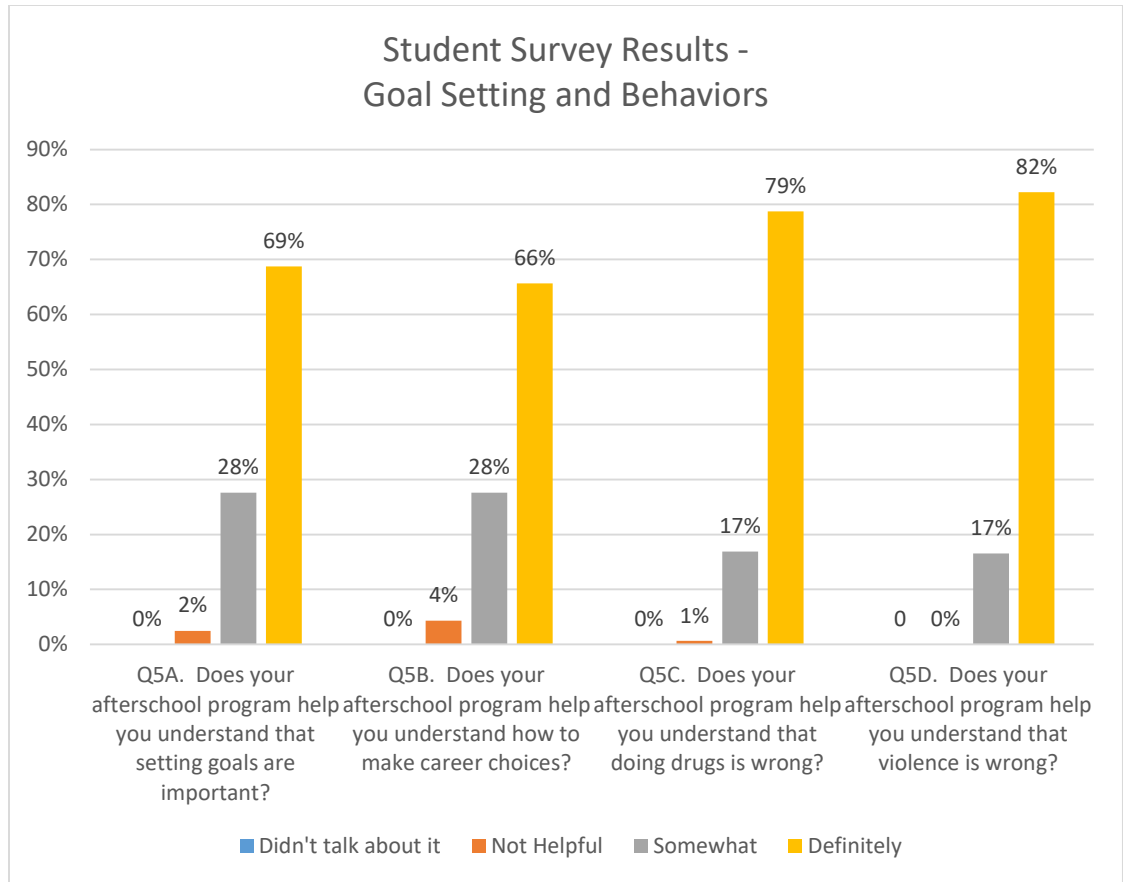


Figure 2. *Student goal setting and behavior survey results.*

Additionally, students were asked who they would be with if they were not in the program. The most common answers were with an adult (57%) and with friends (47%). When asked what they would be doing if not in the program, the most frequent responses were that they would be engaging in entertainment activities (71%), studying and doing homework (57%), or engaged in activities planned by an adult (50%).

Parent survey findings. One hundred forty-one parents from HFM (n= 13), HMS (n = 58), and PSM (n=70) completed the 21st CCLC survey about the Program activities, staff interaction, environment, and academic and social impact on his/her child. The survey was available in both English and Spanish. Parents rated their satisfaction using a 5-point Likert scale ranging from 5 = very satisfied to 1 = very unsatisfied. Survey items

that were not applicable were identified with a 0. Overwhelming parent responses (99%) ranged from very satisfied to satisfied with the program as a whole indicating that they were pleased with the Program. The parents were very satisfied or satisfied with the staff's warmth and friendliness (97%); ability to work with their child (94%); and ability to relate to the parent (96%).

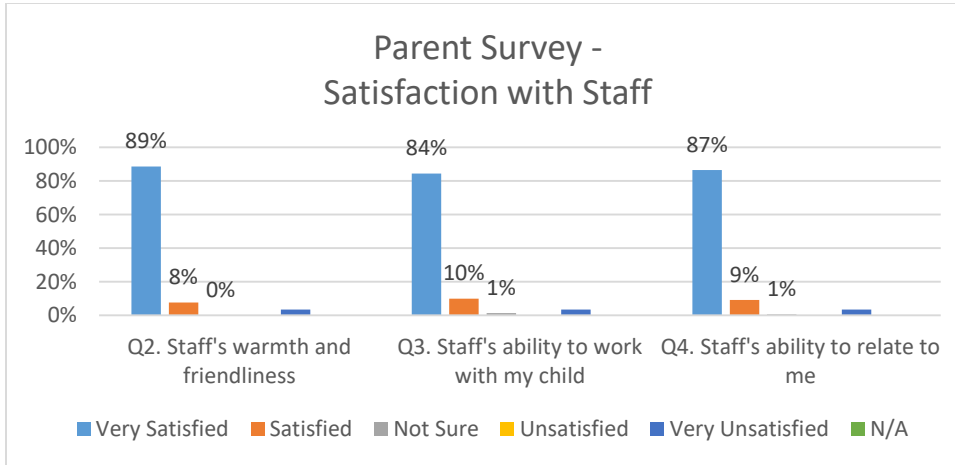


Figure 3. *Parent satisfaction survey results: Staff.*

In addition, 95% of the parent respondents were very satisfied or satisfied with how the program reaches out to parents. Ninety percent indicated they were satisfied with the improvement with homework completion their children demonstrated; and 91% indicated they were satisfied with the improvement in academic performance their students have made.

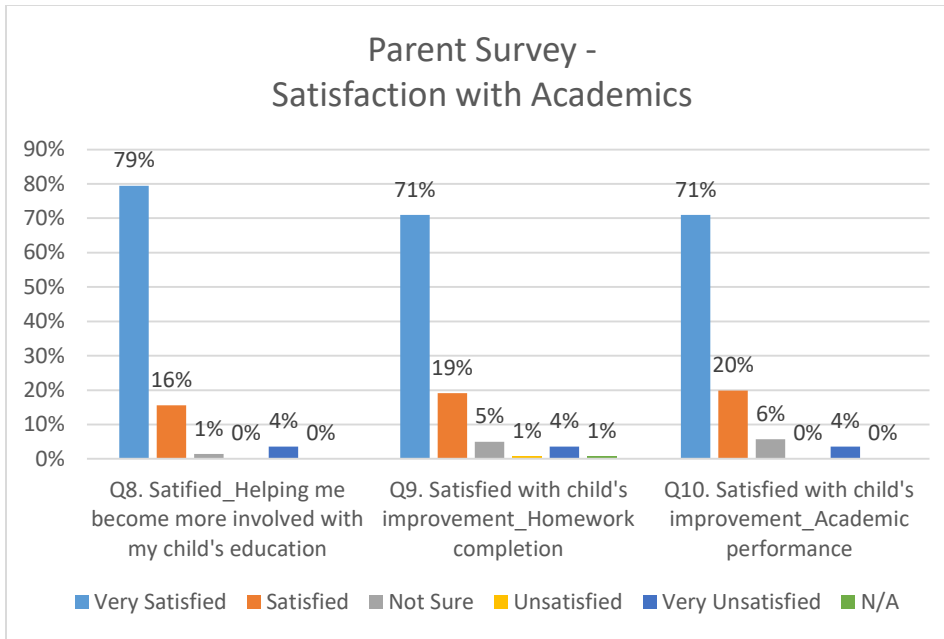


Figure 4. *Parent satisfaction survey results: Academics.*

The parents reported being very satisfied or satisfied (94%) with the variety of activities the program provided to their children. The parents were also very satisfied or satisfied with program safety (94%) and their child's satisfaction with the program (93%).

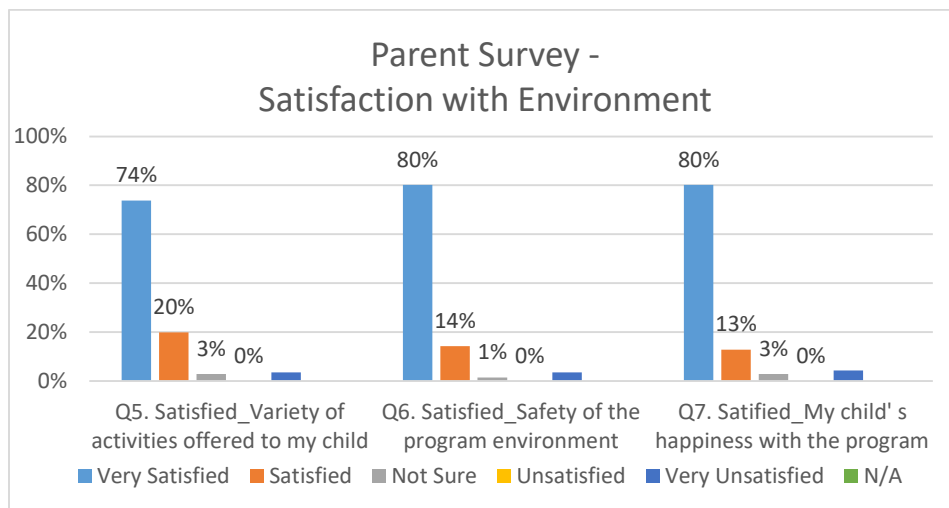


Figure 5. *Parent survey results: Environment.*

Parents also indicated that they were very satisfied or satisfied with their child's improvement in getting along with others (96%) and staying out of trouble (93%).

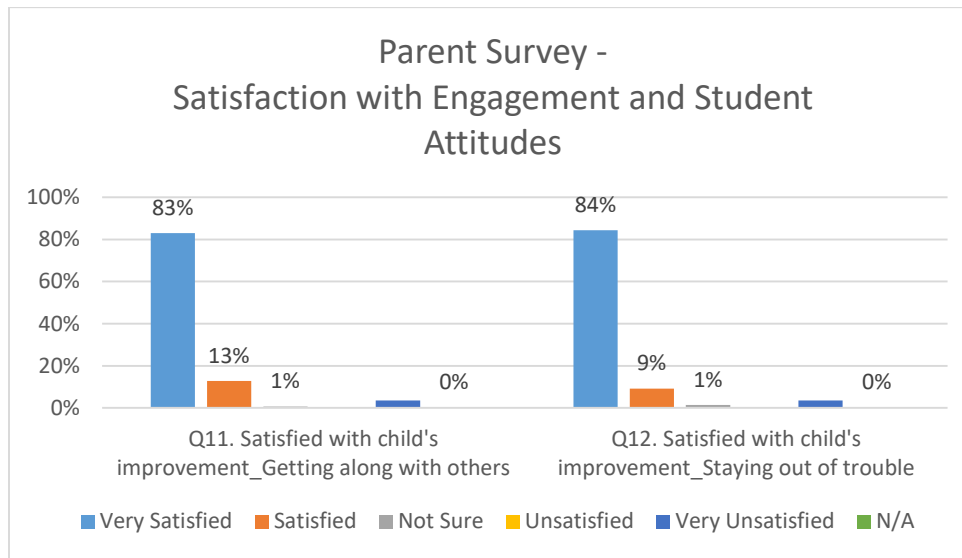


Figure 6. *Parent survey results: Student engagement and attitudes.*

The two areas where parents were less satisfied were homework completion (90%) and the improvement in academic performance (91%). These responses were not corroborated in the open-ended questions where the most frequent responses given were “no changed needed” and “no ideas.” Nonetheless, 92% of the parents responded that they would enroll their child again in the program.

Teacher survey findings. Regular day classroom teachers completed surveys providing feedback on participants’ academic and social performance in school. One hundred eighty-one surveys were returned. The teachers taught math or English at one of the three school sites, HMF, HMS, or PSM. In some cases, the same classroom teacher completed the survey on two or more students depending on how many of the STEAM Ahead participants were in his/her class.

Teachers were asked twelve questions about their specific students. Their responses ranged from 4 = Did not need improvement to 1 = Declined. Survey items

related to academics, student behavior, and student engagement, self-efficacy, and parent involvement. As depicted in Figure , overall, teachers rated students as improving on items related to academics. When disaggregating the results for each location, the percentage of teachers who reported improvement for questions Q5_ 1 and Q5_2 were very similar.

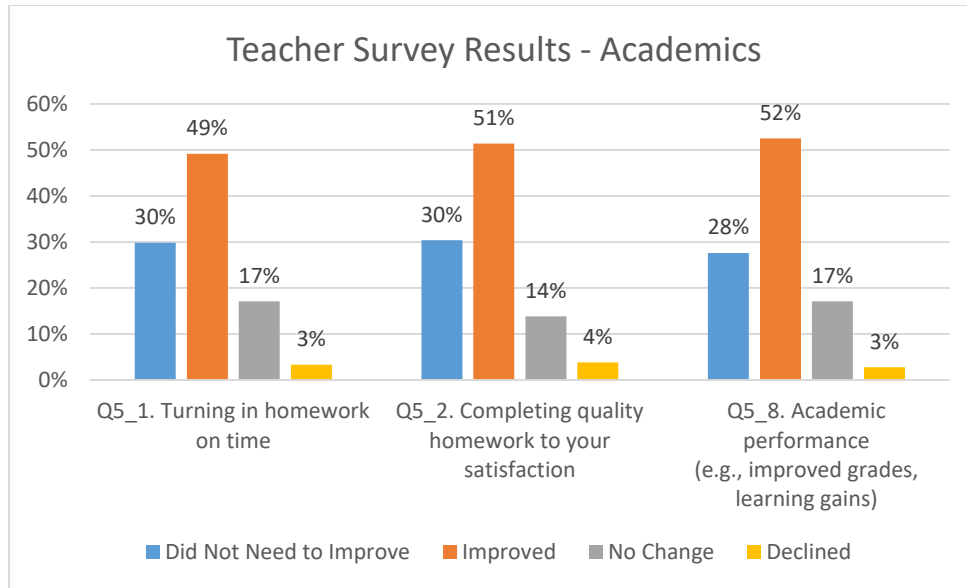


Figure 7. *Teacher satisfaction survey results: Academics.*

When disaggregating the results for each location, the percentage of teachers who reported improvement for questions Q5_3, Q5_6, and Q5_8, was slightly more for students attending the program at HFM than at the other two locations. The percentage of teachers who reported improvement for Q5_2 was slightly higher for students attending the program at HMS than at the other two locations. Teachers of students at PMS reported slightly greater improvements for Q5_12 for students attending PMS than for those attending HFM or HMS.

In terms of behaviors exhibited in the classroom (e.g., paying attention (50%), being attentive in class (38%), and behaving in class (41%)), teachers reported

improvements at all locations. Teachers also indicated there was an improvement in attending class regularly (38%), but also indicated there was not much need for improvement as most participants already attended class regularly.

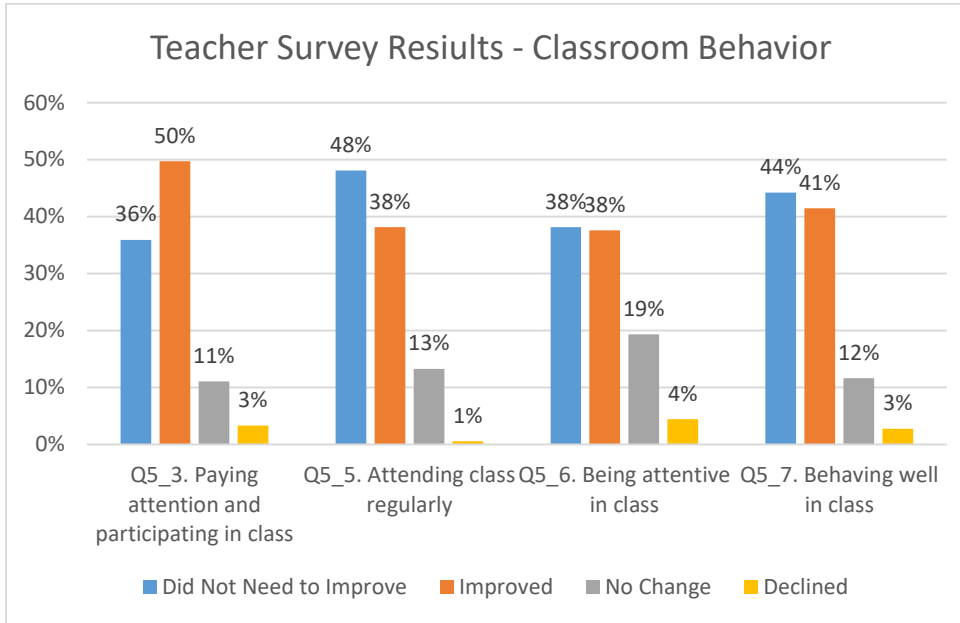


Figure 8. *Teacher satisfaction survey results: Classroom behavior.*

Finally, teachers rated their students on engagement in non-required activities (41%), coming to school motivated to learn (46%), getting along with others (39%) and self-efficacy (49%) in terms of improvements throughout the year. They also rated improvement in parents' interests and involvement in their child's schooling (44%).

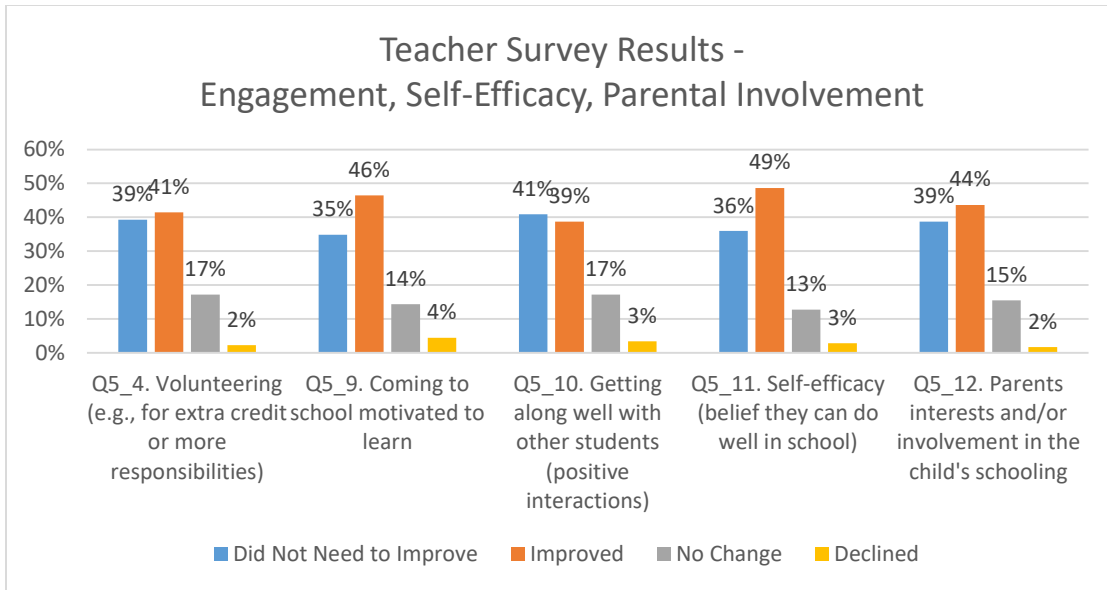


Figure 9. *Teacher survey results: Engagement, self-efficacy, and parental involvement.*

In sum, the findings from the 21st CCLC student, parent, and teacher surveys suggest that overall the Program stakeholders are very satisfied with the Program and they perceive a positive impact of the Program on the students and their families.

5.5 Student Success Snapshot

A sixth grade Hispanic male student from HMS was chosen for the Student Success Snapshot. He initially began in the Program during the summer 2017 camp and has continued in the afterschool program. This student has special needs identified as behavioral issues. His social skills have greatly improved which is evident in the way he interacts with other participants. He is more talkative with his peers and has made friends with others who share his same interests of playing board games.

The staff has observed that he is more willing to participate in group activities and interact with others. This student has grown to understand how to ask for assistance when he is getting anxious and needs a break to calm down.

This sixth grader has made progress as observed by the Program staff, and his teachers in spite of his challenges. Overall, he has benefitted from the program and the program has also benefited from his enthusiasm and involvement as well.

5.6 Overall Findings for Each Objective

The status for each objective is presented in Table 27 according to the objectives as approved by the FDOE. The staff is awaiting Florida State Assessments scores.

Table 27

Objective Status and Star Ratings for Each Objective

Objective		Benchmark	% who Met Benchmark	Stars Achieved* (Objective Status)
English / Language Arts	1.1 - Report Card Grades – Middle school	70%	59%	★ ★ ★
	2.1 - Florida State Assessments – Middle school	45%	43%	★ ★ ★ ★
Math	1.2 – Report Card Grades – Middle school	70%	67%	★ ★ ★ ★

Objective		Benchmark	% who Met Benchmark	Stars Achieved* (Objective Status)
2.2 – Florida State Assessments – Middle school		45%	35%	★★★
Science	1.3 – Report Card Grades – Middle school	70%	67%	★★★★
	2.3 – Florida State Assessments – Middle school	45%	40%	★★★★
Personal Enrichment	3 – PACER Assessments – Middle school	80%	100%	★★★★★
	4 – College prep pre/post tests – Middle school	80%	99%	★★★★★
Adult Fam Member Performance	5 - Pre-post assessment - Middle School	80%	77%	★★★★★

* Star Ratings

★★★ = Approaching Benchmark

★★★★ = Meaningful Progress

★★★★★ = Meets or Exceeds Benchmark

Academic Outcome Status

An analysis of the academic outcomes for STEAM Ahead regularly participating students indicated that according to report card grades, students were approaching benchmark (three stars) in English language arts; they were making meaningful progress (four stars) in math and science towards meeting report card grades target. In regards to the Florida Standard Assessments, the staff is awaiting the scores.

It is important to note that report card grades are a subjective measure of students' performance in the classroom during the regular day determined by the classroom teacher. The language arts report card grade may measure many skills and diverse areas

of knowledge, in addition, possibly but not necessarily, to reading comprehension and reading fluency skills. Such a broad measure as a language arts report card grade is probably not the best measure, however, or an accurate measure of students' reading comprehension and fluency abilities. Similarly, the mathematics and science report card grades are the regular classroom teacher's assessment of the students' performance.

These grades, however, may not accurately reflect the academic content that is addressed in the afterschool program. While skill development in the areas of literacy, mathematics, and science in the afterschool program may build skills and knowledge, and over time positively impact school performance, it is difficult to ascertain with confidence that this work has a direct and causal relationship on performance in the school classroom as reflected in report card grades.

Furthermore, there is not a direct causal correlation between the scores on the Florida Standard Assessments and participation in the STEAM Ahead program because of many confounding variables.

Measured academic objectives indicate that the objectives were approaching benchmark and made meaningful progress toward the benchmark.

Personal Enrichment Outcome Status

The fitness objective measured by the Progressive Aerobic Cardiovascular Endurance Run (PACER), that provides data on participants' physical fitness pre, mid, and post-assessments, resulted in a five-star rating. Students' regular participation in the physical fitness activities that are an integral part of the afterschool program. ***All measured personal enrichment objectives indicate that the objectives met or exceeded the benchmark.***

Dropout Prevention and College / Career Readiness Outcome Status

The Dropout Prevention and College / Career Readiness objective measured by pre-post tests for participating students indicated that the 99% of the students had successfully met this objective. *All measured dropout prevention and college / career readiness objectives indicate that the objectives were met or exceeded that benchmark.*

Adult Family Member Performance Outcome Status

Adult family members participated in educational workshops. Assessment of their knowledge and skills revealed that the majority of the adult participants for both middle and high school students met or exceeded the benchmark. *All measured adult family member performance measures indicate that the objectives were met or exceeded the benchmark.*

6.0 Progress towards Sustainability

This section provides information on partnership and sustainability efforts to ensure the continuation and quality of the Program.

6.1 Partners

Table 28 provides the list of partnerships and subcontracts.

6.2 New Partners

During this reporting period, the STEAM Ahead Program provided services through the continued strong partnerships with local school district and various City departments. Additionally, other services were contracted to ensure a quality program. These included services provided by Nick Mastrovito and Nuria Camino who taught music lessons. Furthermore, assistants for youth with disabilities to facilitate their participation in program activities were Yadira Hernandez, Eralia Labanino, Nancy Levia, Danelis Sanchez, Grisell Sardinas, and Coralia Wong.

6.3 Partner Upkeep

STEAM Ahead directors and staff worked diligently to maintain existing partnerships with M-DCPS and the City of Hialeah. All of whom contribute significantly to the functioning of the Program.

6.4 Partner Contributions

The STEAM Ahead staff has been working in collaboration with numerous partners to establish strong collaborations that will enhance the quality of services and ensure the sustainability of the Project.

The STEAM Ahead Program counts on the support of the Miami-Dade County Public Schools through its contribution of the use of the facilities at the three school sites:

HFM, HMS, and PSM. This contribution includes the use computers, maintenance staff, and office equipment as well as the classrooms to implement the Program. This contribution is valued at \$170,915.00. Furthermore, the school district provides snacks for participating students during the afterschool program and breakfast and lunch during the summer program. This contribution is valued at \$33,031.00.

STEAM Ahead has also partnered with Village Youth Services, Inc., to provide nutritious meals to participating students enrolled in the summer program on weeks when M-DCPS does not provide them. The meals are valued at \$3,500.00.

The City of Hialeah provides facilities and maintenance of pools for project participants. This contribution is valued at \$6,500.00. Additionally, the commitment of the City of Hialeah is evident by the contributions of the Communications and Special Events Office to support the Program through publicity campaigns, website announcements, consumables, and office equipment use valued at \$3,000.00. Furthermore, the City of Hialeah Parks and Recreation Department provide enrichment activities to develop tennis skills and support the fitness objective valued at \$1,800.00.

Subcontractors who support essential components of the program include the external evaluator, Dr. Oneyda Paneque. Academic curricular support is provided by Mind Lab whereas curricular support of health and fitness activities as well as staff training is provided by the Alliance of Healthier Generation – HOST Initiative. Other subcontractors assist in providing support for students with disabilities and music instruction during the summer program.

The STEAM Ahead Program of the City of Hialeah will continue its relationships with current partners while looking for venues to extend their contributions of goods and

services. Additionally, they will seek partnerships with new community-based organizations and additional providers. They will explore additional grants and other funding sources to enhance the programs for the youth of the City.

Table 28

Partners and Sub-Contractors

Agency Name	Type of organization	Sub-contractor (Yes/No)	Estimated value (\$) of contributions	Estimated value (\$) of sub-contract	Type of service provided
M-DCPS	School district	No	\$170,915.00		Provide three site locations for afterschool program and one for summer camp, use of computers, maintenance staff, classrooms, and office equipment
M-DCPS Department of Food and Nutrition	School district	No	\$33,031.00		Provide healthy nutritional snacks to participating students during afterschool and breakfast and lunch during summer programs
City of Hialeah Office of Communications and Special Events	CBO	No	\$3,000.00		Provide support of program, publicity, website, consumables and office equipment use as well as dissemination on Comcast's Channel 77 for City of Hialeah TV
City of Hialeah, Parks and Recreation Dept.	CBO	No	\$6,500.00		Provide facilities for pools
City of Hialeah, Parks and Recreation Dept.	CBO	No	\$1,800.00		Provide enrichment activities to develop tennis skills and support fitness objective
Village Youth Services	CBO	No	\$3,500.00		Provide nutritious meals during summer program on weeks that M-DCPS does not provide meals

Agency Name	Type of organization	Sub-contractor (Yes/No)	Estimated value (\$) of contributions	Estimated value (\$) of sub-contract	Type of service provided
Alliance for Healthier Generation	NPOO	No	\$275.00		Provide resources for health and fitness activities as well as staff trainings.
Common Threads	Other	Yes		\$6,011.00	Provide enrichment activities using dynamic hands on/healthy dinner cooking classes from around the globe curriculum
Arts 4 Learning	Other	Yes		\$4,992.00	Provide enrichment activities to support arts, STEAM, and enhance PBL projects
Oneyda Paneque	Other	Yes		\$6,412.00	Provide evaluation services to Program
Mind Lab South Florida LLC	Other	Yes		\$2,480.00	Provide educational enrichment classes and curriculum/class instructor/materials
Nuria Camino	Other	Yes		\$1,900.00	Provide keyboard and piano instruction to summer participants
Nick Mastrovito	Other	Yes		\$1,900.00	Provide guitar instruction to summer participants
Yadira Hernandez	Other	Yes		\$12,600.00	Provide services for students with disabilities in program that require lower staff to student ratios; also assist with mobility issues, learning/behavior modifications
Eralia Labanino	Other	Yes		\$12,600.00	Provide services for students with disabilities in program that require lower staff to student ratios; also assist with mobility issues, learning/behavior modifications

Agency Name	Type of organization	Sub-contractor (Yes/No)	Estimated value (\$) of contributions	Estimated value (\$) of sub-contract	Type of service provided
Nancy Levia	Other	Yes		\$4,500.00	Provide services for students with disabilities in program that require lower staff to student ratios; also assist with mobility issues, learning/behavior modifications
Dianelis Sanchez	Other	Yes		\$12,600.00	Provide services for students with disabilities in program that require lower staff to student ratios; also assist with mobility issues, learning/behavior modifications
Grisell Sardinas	Other	Yes		\$4,500.00	Provide services for students with disabilities in program that require lower staff to student ratios; also assist with mobility issues, learning/behavior modifications
Coralía D. Wong	Other	Yes		\$4,500.00	Provide services for students with disabilities in program that require lower staff to student ratios; also assist with mobility issues, learning/behavior modifications

7.0 Lessons Learned and Recommendations

Overall Assessment

The initial Oral Reading Fluency (ORF) scores provided a baseline upon which homework help and lesson plans could be grounded. The improvement in ORF scores, even in such a brief time, serves as a concrete measure of individual growth for students and reminder of the importance of silent and oral reading practice to continue to develop reading skills. Report card grades for each of the subject areas indicate improvement and may have been impacted by the encouragement and homework help received by Program students.

The PACER assessment results indicated that all regularly participating students met the benchmark for improving their physical fitness scores. Students enjoy the physical activity after school and benefit from the individual sports and activities to build skills, tone muscle, and engage in cardio workouts.

Results from student, parent, and teacher surveys indicate that the program is valued and contributes to students' well-being, academic success, and safety. Overall, the combination of homework help, academic skill reinforcement and development, and physical fitness activities in an afterschool program for middle school youth provides a productive and safe environment that contributes to students' academic success and safety.

Lessons Learned

The biggest challenge for the Program in this fourth year continues to make adjustments due to the budget cuts because the first year's enrollment did not meet the target number since the program began in November 2014. During this fourth year, the

STEAM Ahead Project staff worked diligently to recruit and retain students in the program while offering a high quality program.

Recommended Changes

Recommended changes to objectives, programming, data collection and evaluation approaches are summarized in Table 29 below. Program staff determined that no significant programming changes are necessary as they move into Year 5.

Academic objective changes. No changes to programming are recommended by program staff. Although the focus of the 2017-2018 program year 21st CCLC RFA instructions emphasize the use of report card grades and FSA data, it is recommended that the Program continue to collect data from program-specific pre- and post-tests, the PBL rubric, and the ORF scores as part of the assessment of the program and student progress.

While the two 21st CCLC standardized academic assessments for the next reporting period are report card grades and FSA results, the program evaluators and Program staff agree and recommend the continuation of collection, analysis, and reporting of the STEAM Ahead-specific data that can be directly related to the program curriculum. It is recommended that the pre-and post-tests be administered and the data from these recorded and analyzed as these measures not only document student knowledge and skill development and growth, but also assist in ascertaining if and to what extent the Program curriculum is effective and/ or has an impact on student learning. Similarly, the PBL rubrics should be aligned to Florida Standards and have common elements for each PBL lesson. These rubrics should be used to assess individual and group products and performances, and not eliminated as a data source for

Program evaluation. Finally, reading instruction and exposure to a variety of types of literature and reading material as part of the PBL lessons or skill practice, the ORF assessments should continue to be administered and analyzed. If that is the case, it would be beneficial for either students or program staff to at least informally record the amount of time students are engaged in individual or group reading activities.

Personal Enrichment objective changes. The Personal Enrichment outcomes focus on fitness and nutrition. Results on the PACER indicate that the students are exceeding the 80% target. Additionally, enrichment activities that promote fitness engage the students in promoting a healthy lifestyle. One suggestion is to revise the assessment tool used by Common Threads to better reflect the content of the nutritional course to include knowledge, skills, and attitudes associated with a healthy eating and behaviors.

Dropout prevention / College Career Readiness objective changes. No changes are recommended to the college career readiness objective, although the staff could explore incorporating new topics for next year to keep students motivate and engaged.

Adult family performance objective changes. Adult family performance outcomes refer to family member participation in educational workshops designed to assist families in supporting their child's academic and social development. This year's results indicate that adult family members are successfully learning about the different topics presented. One suggestion is to vary the topics to encourage more adult participation and maintain them engaged and motivated in activities.

Objective and data collection /evaluation changes as recommended by Program staff and reported in the Objective Assessment Data Collection and Reporting Tool: End of Year Data Collection tab are summarized in Table 29.

Table 29

Changes to Objectives and Data Collection

Domain	Objective	% who Met Benchmark	Stars Achieved (Objective Status)	Objective Changes	Data Collection /Evaluation Changes
English Language Arts / Writing	1.1 - Report Card Grades – Middle school	59%	★ ★ ★	None	None
	2.1 - Florida State Assessments – Middle school	43%	★ ★ ★ ★	None	None
Math	1.2 – Report Card Grades – Middle school	67%	★ ★ ★ ★	None	None
	2.2 – Florida State Assessments – Middle school	35%	★ ★ ★	None	None
Science	1.3 – Report Card Grades – Middle school	67%	★ ★ ★ ★	None	None
	2.3 – Florida State Assessments – Middle school	40%	★ ★ ★ ★	None	None
Personal Enrichment	3 – PACER Assessment – Middle school	100%	★ ★ ★ ★ ★	None	None
College /Career Readiness	4 – College prep pre/post tests – Middle school	99%	★ ★ ★ ★ ★	None	None

Domain	Objective	% who Met Benchmark	Stars Achieved (Objective Status)	Objective Changes	Data Collection /Evaluation Changes
Adult Family Member Performance	5 - Pre-post assessment - Middle School	77%	★★★★	None	None